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ABSTRACT

Over 30 journals, books, and articles on the subject of educational technology published between 1967 and 1983 as well as relevant organizations are listed in this bibliography. Included are a list of seven major professional organizations, six most frequently read journals, three major comprehensive references in the field of educational technology, two recent and complete glossaries, four commonly used textbooks, and two indexes. Entries are arranged according to a dozen most frequently asked questions concerning the field of educational technology. Topics include a definition of educational technology, historical origins of the field, job descriptions and requirements, places of employment, sources of professional education, and disciplines providing good preparation for educational technologists. (LH)

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THE FIELD OF EDUCATIONAL TECHNOLOGY

A DOZEN FREQUENTLY ASKED QUESTIONS

An ERIC Fact Sheet - Revised

Apr83

Donald P. Ely

IR 020 001

ERIC Clearinghouse on Information Resources
Syracuse, N.Y.

THE FIELD OF EDUCATIONAL TECHNOLOGY
— A Dozen Frequently Asked Questions —

A fact sheet published by the ERIC Clearinghouse on Information Resources for individuals who want a brief summary about the scope of the field and sources for further information.

What is educational technology?

There is no one widely accepted definition of the field. The evolutionary nature of the field is reflected in the words of the Commission on Instructional Technology:

> Instructional technology can be defined in two ways. In its more familiar sense, it means the media born of the communications revolution which can be used for instructional purposes alongside the teacher, textbook, and blackboard. The second and less familiar definition of instructional technology goes beyond any particular medium or device. In this sense, instructional technology is more than the sum of its parts. It is a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication, and employing a combination of human and non-human resources to bring about more effective instruction.

- Commission on Instructional Technology. To Improve Learning, A Report to the President and Congress of the United States. Washington, DC: U.S. Government Printing Office, 1970.

A more recent and comprehensive definition and description of the field, which reflects the second definition of the Commission on Instructional Technology, is presented by the Association for Educational Communications and Technology (AECT).

- AECT. Definition of Educational Technology. Washington, DC: AECT, 1977. 169 pp.

What are the roots of educational technology?

The field is essentially a 20th century movement with the major developments occurring during and immediately after World War II. What began with an emphasis on audiovisual communications media gradually became focused on the systematic development of teaching and learning procedures which were based in behavioral psychology. Currently, major contributing fields are cognitive psychology, social psychology, psychometrics, perception psychology, and management. The basic history of the field was written by Saettler.

- Paul E. Saettler. A History of Instructional Technology. New York: McGraw-Hill, 1968.

More recent updates on the state-of-the-art are:

- Paul E. Saettler. An Assessment of the Current Status of Educational Technology. Syracuse, NY: ERIC/IR, 1979. ED 179 247.

What do educational technologists do?

The job descriptions of educational technologists vary from place to place. The competencies for instructional development specialists and material design and production specialists are published in:

- Instructional Innovator, 25(9), December 1980, pp. 27-31.

ERIC Clearinghouse on Information Resources, Syracuse University, Syracuse, NY 13210

A comprehensive description of the functions of educational technology personnel are given in:

- AECT. Definition of Educational Technology. Washington, DC: AECT, 1977. pp. 55-79.

Where are educational technologists employed?

Until recently, most educational technologists were employed in schools and colleges as directors of resource centers and developers of curriculum materials. Many are still employed in such positions, but increasing numbers are being employed by training agencies in business, industry, government, the military, and the health professions. Annual reports of placement are published in the Educational Media Yearbook. The most recent is:

- Darryl L. Sink. "Employment Trends for Educational/Instructional Media Graduates," In James W. Brown and Shirley N. Brown (eds.), Educational Media Yearbook 1982. Littleton, CO: Libraries Unlimited, 1982, pp. 69-74.

Where do educational technologists obtain professional education?

Professional programs are largely at the graduate level, although there are a few two-year postsecondary programs in junior and community colleges. The best lists of programs are:

- James W. Brown and Shirley N. Brown (eds.). "Doctoral Programs in Instructional Technology" and "Master's Degree Programs in Instructional Technology," Educational Media Yearbook 1982. Littleton, CO: Libraries Unlimited, 1982, pp. 239-252; 281-302.

- Jenny K. Johnson (ed.). Masters Curricula in Educational Communications and Technology: A Descriptive Directory. Syracuse, NY: ERIC/IR, 1981. (Comprehensive description of 166 programs worldwide.)

What fields offer good preparation for educational technology?

Many people entering the field follow an undergraduate program in teacher education. More people seem to be coming from the basic disciplines of the arts and sciences--English, sociology, communications, psychology, the physical sciences, and mathematics. Although there seldom are prerequisites for study in the field, persons who have good preparation in psychology and mathematics seem to have a head start. Formal course work and experience in human relations is helpful.

What are the major professional organizations?

In the United States, most educational technologists would be a member of one or more of the following associations:

- American Educational Research Association (AERA)
  1230 17 St., NW
  Washington, DC 20036

- American Society for Training and Development (ASTD)
  Box 5307
  Madison, WI 53705

- Association for Educational Communications and Technology (AECT)
  1126 16 St., NW
  Washington, DC 20036

- National Society for Performance and Instruction (NSPI)
  1126 16 St., NW
  Washington, DC 20036

Other major organizations in other parts of the world include:

- Association for Media and Technology in Education in Canada (AMTEC)
  P. O. Box 174, Station W
  Toronto, Ontario M6M 4Z2
  Canada

- Association for Education and Training Technology (AETT)
  BLAT Centre, BMA House
  Tavistock Square
  London WC1H 9JP
  England

- International Council on Educational Media (ICEM)
  29 Rue d'Ulm
  75230 Paris CEDEX 05
  France
  (Membership is by country, but associate memberships are available to individuals.)

What publications do educational technologists read?

A recent study of journals read by educational technologists listed over 50 journals which are regularly used. In the U.S. the most frequently read journals include:

- Educational Communication and Technology: A Journal of Theory, Research, and Development (formerly AV Communication Review) published by AECT

- Instructional Innovator (formerly Audiovisual Instruction) published by AECT

- Educational Technology published by Educational Technology Publications, 140 Sylvan Ave., Englewood Cliffs, NJ 07632

- Journal of Instructional Development published by AECT

Other journals in the English language published in other parts of the world are also used extensively:

- British Journal of Educational Technology published by the Council for Educational Technology, 3 Devonshire St., London W1N 2BA

- Programmed Learning and Educational Technology published by Association for Education and Training Technology, Kogan Page Ltd., 120 Pentonville Rd., London N1 9JN

What are the comprehensive references for the field?

There is one major encyclopedia:

- Derek Unwin and Ray McAleese. The Encyclopedia of Educational Media Communications and Technology. Westport, CT: Greenwood Press, 1978.

There are two major yearbooks which offer articles on current issues and extensive lists of people, organizations, literature, and other resources:

- James W. Brown and Shirley N. Brown (eds.). Educational Media Yearbook 1980. Littleton, CO: Libraries Unlimited, 1980.

- C.W. Osborne (ed.). International Yearbook of Educational and Instructional Technology, 1982-83. New York: Nichols Publishing Co., 1982.

Is there a glossary of terms?

The most recent and complete glossary is:

- Educational Technology: A Glossary of Terms. Washington, DC: AECT, 1979. 371 pp.

An official government glossary developed by AECT for gathering educational statistics is:

- I. N. Seibert (ed.). A Handbook of Standard Terminology and a Guide for Recording and Reporting Information About Educational Technology, Handbook X. Washington, DC: U.S. Government Printing Office, 1975.

What textbooks are commonly used?

There are dozens of books used in educational technology courses. Much depends upon the content of the course, the primary audience, and the instructor's objectives. These books have been used in a variety of courses for more than 10 years. This list is limited to general textbooks in the field:

- James W. Brown, Richard E. Lewis, and Fred Harcleroad. AV Instruction: Technology, Media, and Methods (sixth edition). New York: McGraw-Hill, 1983.
- Vernon S. Gerlach and Donald P. Ely. Teaching and Media: A Systematic Approach (second edition). Englewood Cliffs, NJ: Prentice-Hall, 1980.
- Walter A. Wittich and Charles F. Schuller. Instructional Technology: Its Nature and Use (sixth edition). New York: Harper and Row, 1979.
- Robert Heinich, Michael Molenda and James Russell. Instructional Media and the New Technologies of Instruction. New York: John Wiley & Sons, 1982.

Where can more specific information about educational technology be found?

The ERIC (Educational Resources Information Center) system sponsored by the National Institute of Education of the U.S. Department of Education has been selecting documents on educational technology since 1967 and indexing articles from key journals since 1969. Abstracts of the documents can be found in:

- Resources in Education, published monthly by the U.S. Government Printing Office and available in more than 3,500 libraries throughout the world.

Selected journal articles which have been indexed from educational technology journals are listed in:

- Current Index to Journals in Education, found in many libraries or available from Oryx Press, 2214 N. Central Ave. at Encanto, Phoenix, AZ 85004.

Computer searching of ERIC is available in many academic and some public libraries. Specific questions can be addressed to:

- ERIC Clearinghouse on Information Resources
  School of Education
  Syracuse University
  Syracuse, NY 13210

The ERIC/IR Clearinghouse has a publications list of information analysis products about current issues and developments in the field and publishes ERIC/IR Update several times each year. Both items are available without charge.

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